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Dear Trainer Catalog User:

The Trainer Catalog was published in 1978 to inform trainers and course designers in the substance abuse field about existing training materials developed by the National Center for Alcohol Education (NCAE) and the National Drug Abuse Center (NDAC) and to help them identify courses, or segments of courses, they can use or adapt to meet their own training needs. It is available free upon request from NCAE.

The catalog is organized as a series of course overviews describing package components, trainer requirements, intended audience, and instructional mode and setting. Session-by-session course contents are listed with a brief description of training methods used and time required for each session. Specific goals and objectives for the course and for each session, unit, or module are listed separately. An index at the end of the catalog provides a quick reference to all the major topics treated in each of the courses.

To keep the catalog current and useful, we plan to publish periodic supplements. The following pages comprise the first supplement. A second is planned for the spring of 1980.

Since the original Trainer Catalog was published, NCAE has developed two new courses--Initial Visit and Services for Alcoholic Women. NDAC has published two new courses--Group Facilitator Training Package and Supervision, and has revised the following four courses.

- Basic Management Skills (Revised) replaces Basic Management Skills.
- Drugs in Perspective replaces Facts About Drug Abuse.
- Introduction to Program Evaluation replaces Fundamentals of Program Evaluation.
- Women in Treatment II replaces Women in Treatment.

HE 20.8302

Course descriptions of these new or revised packages are included in this supplement. Also included is a course developed by the American Hospital Association. Alcoholism: What Are We Going to Do About It? is designed to help hospital staff members at all levels accept and contribute to an alcoholism treatment program.

The following pages include a new table of contents; new ordering information; overviews of new and revised training materials; and a revised index to course materials.

Directions for incorporating these changes into your copy of the Trainer Catalog are as follows:

1. Replace the contents page (unnumbered) with page iii-iv.

2. Replace page vii of the introduction with page vii-viii.

3. Remove pages 175 to 192 and replace with pages 175 to 235. This section includes the overviews of new and revised materials and the new index.

The courses that have been replaced with revised versions have been dropped from the new table of contents. However, since descriptions of these courses are printed back to back with other course descriptions, they should not be removed from the Trainer Catalog. Instead, we suggest that you mark these pages with a pen or marker to indicate that they are no longer in use. Pages affected are 68-72, 118-129, and 170-174.

In planning for the next update and for future Trainer Catalog revisions, we would like to know how the Trainer Catalog has been useful and how we can make it better. Please send your comments and suggestions to:

Trainer Catalog
National Center for Alcohol Education
1601 North Kent Street
Arlington, Virginia 22209

Thank you.

National Center for Alcohol Education

November 1979

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In addition to the development of courses such as those described in this catalog, the center conducts workshops and conferences for the drug abuse field, trains the staff of the Regional Support Centers and State agencies in the use of NDAC courses, and helps provide continuing education programs at national drug abuse conferences. Several courses developed at the State level and training assistance bulletins have been and are being readied for publication.

Ordering Information

Review copies of the NCAE materials described in this catalog are available at no charge. Requests for NCAE course materials, or specific questions regarding course development or delivery, should be directed to:

National Center for Alcohol Education
Field Services Division
1601 North Kent Street
Arlington, Virginia 22209
(703) 527-5757

Members of NIDA's National Manpower Training System may obtain NDAC course materials through State Training Support Program offices or Regional Support Centers or through NDAC's Materials Distribution Facility:

National Drug Abuse Training Materials
Distribution Facility
12112 Nebel Street
Rockville, Maryland 20852
(301) 652-3582

Other programs and individuals may obtain these materials through the U.S. Government Printing Office (GPO). See the next page for specific information.

If you have questions about the content or methodology of NDAC courses contact:

National Drug Abuse Center
Training/Technical Assistance Unit
5530 Wisconsin Avenue, N.W.
Washington, D.C. 20015
(301) 652-3582

Requests for Alcoholism: What Are We Going to Do About It? should be directed to:

Order Processing
American Hospital Association
840 North Lake Shore Drive
Chicago, Illinois 60611
(312) 280-6020

The cost of the package is $585.00. Although no review copies are available, the package may be returned within 30 days, in resalable condition, for a full refund.

The following is a list of NDAC training materials now available, along with the catalogue numbers and prices.

CATALOGUE NUMBER	PRICE	COURSE TITLE
017-024-00-805-2	7.50	Adolescence Intervention Strategies (Participant)
017-024-00-806-1	6.00	Adolescence Intervention Strategies (Trainer)
017-024-00-836-2	4.00	Assessment Interviewing for Treatment Planning (Participant)
017-024-00-837-1	4.50	Assessment Interviewing for Treatment Planning (Trainer)
017-024-00-908-3	6.50	Basic Management Skills (Participant)
017-024-00-907-5	5.50	Basic Management Skills (Trainer)
017-024-00-838-9	6.25	Basic Substance Abuse (Participant)
017-024-00-839-7	7.50	Basic Substance Abuse (Trainer)
017-024-00-860-5	3.50	Communication & Parenting Skills (Participant)
017-024-00-859-1	4.50	Communication & Parenting Skills (Trainer)
017-024-00-861-3	4.75	Confidentiality of Alcohol & Drug Abuse Patient Records
017-024-00-906-7	10.00	Drugs In Perspective (Participant)
017-024-00-905-9	8.00	Drugs In Perspective (Trainer)
017-024-00-901-6	4.75	Group Facilitators (Participant)
017-024-00-902-4	6.00	Group Facilitators (Trainer)
017-024-00-909-1	8.50	Introduction to Program Evaluation (Participant)
017-024-00-910-5	4.50	Introduction to Program Evaluation (Trainer)
017-024-00-814-1	3.25	Justice Treatment Interface, Unit I (Participant)
017-024-00-815-0	6.00	Justice Treatment Interface, Unit II, III (Participant)
017-024-00-816-8	3.00	Justice Treatment Interface (Workbook)
017-024-00-813-3	3.00	Justice Treatment Interface, Re-entry Referral (Participant)
017-024-00-884-2	8.50	Justice Treatment Interface (Trainer)
017-024-00-802-8	4.25	Short Term Client Systems (Participant)
017-024-00-881-8	4.50	Short Term Client Systems (Trainer)
017-024-00-899-1	4.75	Supervision (Participant)
017-024-00-900-8	3.50	Supervision (Trainer)
017-024-00-883-4	4.75	Third Party Payments (Participant)
017-024-00-858-3	6.25	Third Party Payments (Trainer)
017-024-00-817-6	9.50	Training of Trainers (Participants)
017-024-00-856-7	8.00	Training of Trainers (Trainer)
017-024-00-875-5	5.75	Vocational Rehabilitation (Participant)
017-024-00-822-6	6.75	Vocational Rehabilitation (Trainer)

It is anticipated that some of the newer courses will become available through GPO in the future. To obtain these materials or inquire about current availability of courses not listed, please write to the Superintendent of Documents, United States Government Printing Office, Washington, D.C. 20402. All orders must be prepaid and will take approximately 2 weeks to fill.

SUPPLEMENT ONE: OVERVIEWS OF NEW AND REVISED COURSES

SOURCE AND DATE: NCAE, 1979

COMPONENTS:
Facilitator Manual
Participant Guide
Session Outline Cards
Considerations for the Program Director

COMMENTS: In addition to the components above, a set of 50-60 slides are to be prepared on site to help participants see the agency from the viewpoint of a prospective client.

TRAINER REQUIREMENTS: The course is designed for presentation by a facilitator particularly skilled in working with groups and conducting adult learning activities.

TARGET AUDIENCE: This package is intended for alcoholism treatment program staffs. The total staff should be included because every staff member has a potential impact on the initial visit experience.

INSTRUCTIONAL MODE & SETTING: The course is designed for inhouse presentation and requires about 5-1/2 hours of session time plus 3 to 5 hours of outside reading. The program director must schedule 3 to 5 hours during the 2 weeks following the third session to plan follow-through activities. Use of the package implies that staff will spend some additional postsession time carrying out activities to bring about change.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
1. Orientation to the Initial Visit Experience	Individual work; facilitator presentation; large group discussion	1 hour
2. Identifying Problem Areas in the Initial Visit	Facilitator presentations; individual task; small group task; small group report	2 hours
3. Working Toward Change	Facilitator presentation; individual tasks; small group task; large group task	2-1/2 hours

Course Goals and Objectives

Instructional goals are:

- To heighten staff awareness of the impact various aspects of the program, procedures, and facilities of an alcoholism treatment agency have on prospective clients.
- To facilitate staff identification of changes that may upgrade the effectiveness of the initial visit.

Session 1: ORIENTATION TO THE INITIAL VISIT EXPERIENCE

The purposes of this session are:

- To focus attention on prospective clients' initial visit to the treatment program.
- To introduce this Initial Visit Instructional Package.
- To explain how it will involve the entire staff in working together on a common problem.

Session 2: IDENTIFYING PROBLEM AREAS IN THE INITIAL VISIT

The purposes of this session are:

- To move from general consideration of the three broad aspects of the initial visit as presented in the Participant Guide to considering these three aspects as they are found in this treatment program.
- To identify and rank changes needed to enchance the effectiveness of the initial visit in this treatment program.

Session 3: WORKING TOWARD CHANGE

The purposes of this session are:

- To examine and reach staff consensus on needed changes for this treatment program to upgrade the initial visit experience for prospective clients.
- To set a direction for planning how to achieve agreed upon changes.
- To emphasize the complementary relationship between individual effort and group plans for change vis-a-vis outcomes of the initial visit.

SERVICES FOR ALCOHOLIC WOMEN: FOUNDATIONS FOR CHANGE

SOURCE AND DATE: NCAE, July 1979

COMPONENTS:
Trainer Manual
Resource Book
Session Outline Cards

COMMENTS:

TRAINER REQUIREMENTS: Two trainers, one female and one male. Both should be experienced group leaders/facilitators and well versed in women's issues and alcoholism treatment for women. Preferably, the female trainer should also have experience in the management of women's treatment programs.

TARGET AUDIENCE: Teams of two people from the same agency, one with decision-making responsibility for treatment services (e.g., program director, clinical supervisor, manager) and the other a person designated as women's treatment coordinator, a board or advisory group member, or a staff member with special interest in women's treatment.

INSTRUCTIONAL MODE & SETTING: Trainer presentation, large group discussion and exercises and activities in groups ranging from 2 to 5. Optimum total group size is 20. Course length: 16 hours. Ideally presented in 2½ consecutive days; adaptable to weekly or biweekly presentation in 1-3 hour sessions.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
1. Introduction and Program Overview	Small group exercises; large group discussion	3 hours
2. Alcoholism Treatment from the Woman's Perspective	Small and large group discussion; small group task; lecturette	3 hours, 15 minutes
3. Assessing Individual Programs	Large group discussion; dyads; small group discussion	3 hours
4. Selecting Priorities	Large group discussion; dyads	1 hour, 40 minutes
5. Strategies to Overcome Barriers	Large group discussion; small group discussion	2 hours
6. Involving Others	Large group discussion; small group task	2 hours, 20 minutes
7. Conclusion	Large group discussion; individual work	1 hour

Course Goals and Objectives

This training program is designed to enhance the capacity of treatment program decision makers to plan, implement, and monitor practices and services designed to meet the needs of alcoholic women.

The training program provides participants the opportunity to:

- measure the current state of their respective agency plans and/or programs for serving alcoholic women against a set of policies, practices, and procedures that appear to be effective in women's treatment.
- select some priorities for change in their respective agencies.
- develop a range of possible strategies to address the areas in their programs they identify as needing change.
- prepare for continuation of planning and implementation of identified changes upon return to their agency.

Session 1: INTRODUCTION AND PROGRAM OVERVIEW

The goals of this session are to establish an atmosphere conducive to learning and to familiarize participants with the rationale for the course and with the sequence of training activities.

By the end of this session, the participants will be able to:

- identify other participants by name and by other information they will have given about themselves.
- explain the rationale for the course.
- locate in their materials the course goal, objectives, and training activities schedule.

Session 2: ALCOHOLISM TREATMENT FROM THE WOMAN'S PERSPECTIVE

The goals of this session are to establish the important elements of an alcoholism treatment program, present the essential elements to consider in planning alcoholism treatment services for women, and present a rationale for the aspects of treatment particularly relevant to women.

By the end of this session, the participants will be able, given the major categories of a comprehensive alcoholism treatment program, to list at least two elements of each that are considered important in treating women with alcohol-related problems.

Session 3: ASSESSING INDIVIDUAL PROGRAMS

The goal of this session is to provide participants with a framework and a procedure for determining the extent to which their own programs are meeting the needs of women.

By the end of this session, the participants will be able to identify the strengths and weaknesses of their respective programs as they relate to the treatment of women, given a checklist of elements that are considered important for effective women's treatment.

Course Goals and Objectives

Session 4: SELECTING PRIORITIES FOR CHANGE

The purpose of this session is to provide participants an opportunity to analyze several program categories already identified for improvement and select from those one or more priorities for action.

By the end of this session, the participants will be able, given a set of feasibility guidelines and working in teams of two, to identify some priorities for implementing changes in their own treatment programs.

Session 5: STRATEGIES TO OVERCOME BARRIERS

The purpose of this session is to provide an opportunity for participants to develop a range of strategies to overcome the barriers to action they have identified in planning changes in women's treatment services.

By the end of this session, the participants will be able, using the Resource Book and suggestions from trainers and other participants, to identify a range of alternative strategies for each selected change.

Session 6: INVOLVING OTHERS

The purpose of this session is to provide participants an opportunity to prepare for continuation of the planning process at home through organizing and practicing an approach designed to involve others in planning improvement of alcoholism treatment services for women.

At the end of this session, participants will be able to prepare and practice an approach they will take upon return to their agency to involve others in further planning and implementation of the changes needed to improve alcoholism treatment for women. The approach should be relevant to a given treatment setting and community and in keeping with the considerations presented in training.

Session 7: CONCLUSION

A summary of the course will given. Participants will take part in the final evaluation activities and receive certificates of attendance (optional).

BASIC MANAGEMENT SKILLS (Revised)

SOURCE AND DATE: NDAC, April 1979

COMPONENTS: Trainer's Manual
Participant Manual

COMMENTS: This course is a revision of Basic Management Skills previously published by NDAC. ACE credit recommendation: 2 semester hours in the upper division baccalaureate category in behavioral science, human services, management science, social work, urban studies, or administration.

TRAINER REQUIREMENTS: Experienced in both group dynamics and task-oriented training; 1 trainer per 10 trainees.

TARGET AUDIENCE: Upper, middle, and lower level drug abuse treatment and rehabilitation program managers.

INSTRUCTIONAL MODE & SETTING: Trainer-led lectures, role play, task group exercises, guided group discussions, and individual reading assignments. Optimum training group size: 20. Facilitates large and small group interactions and provides time to practice skills used on the job. Length: 33-1/2 hours; ten modules, each approximately 3-1/2 hours long. May be delivered in two module segments over an extended period of time or be incorporated as part of a credentialing program.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
I. Orientation and Overview	pretest; exercise; lecture	3-1/2 hours
II. Management Functions	exercise; lecture; discussion	3-1/2 hours
III. Management Theories	lecture; discussion; exercise	4-1/2 hours
IV. Management Systems	lecture; exercise	2 hours
V. Planning Process	exercise; discussion	3-1/2 hours
VI. Decision Making	lecture; exercise	3-1/2 hours
VII. Conflict Management	lecture; exercise	3-1/2 hours
VIII. Personnel Issues	lecture; discussion; exercise	3-1/2 hours

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
IX. Action Plans	individual and group exercises	3-1/2 hours
X. Closing Activities	exercise, posttest	1-3/4 hours

Course Goals and Objectives

The goals of this management course are to help participants to:

- Become familiar with management capabilities and the functions of management in relation to the provision of treatment services;
- Become aware of certain management behavior that derives from adhering to or believing in specific management theories;
- Define management within the context of a system;
- Become aware of the need for and process of planning in relation to managing a drug abuse treatment and rehabilitation program;
- Write specific program objectives;
- Recognize how decision making affects the management and operational aspects of a drug abuse treatment and rehabilitation program;
- Become familiar with various styles of behavior in conflict situations, to identify personal styles of behavior in conflict situations, and to experience an effective conflict management behavioral style;
- Become familiar with personnel issues that influence a worker's attitude toward management;
- Develop initial plans to improve aspects of their individual programs.

Module I: ORIENTATION AND OVERVIEW

By the end of this module participants will be able to:

- Match one training program goal with the module that corresponds to it.
- Identify correctly by first name the training staff and at least half of the participants.

Module II: MANAGEMENT FUNCTIONS

Upon completion of this module, participants will be able to:

- Define management within a systems context.
- Identify the three capabilities needed by a manager.
- Identify at least four of the six managerial functions.
- Identify at least two activities which illustrate each of the six functions of management.

Module III: MANAGEMENT THEORIES

Upon completion of this module, participants will be able to:

- Identify at least one key element in the theory of at least four theorists.
- Identify at least three examples of management behavior that derive from adherence to or belief in one of the theories presented.
- Describe their own management style within the framework of the model presented.

Course Goals and Objectives

Module IV: MANAGEMENT SYSTEMS

Upon completion of this module, participants will be able to:

- Construct a model of a closed loop system, using inputs, outputs and feedback as part of their design.
- Give examples of "inputs," "outputs," and "feedback" using their own program items and locations.

Module V: PLANNING PROCESS

At the end of this module, participants will be able to:

- Specify a program objective that is specific, measurable, and time phased.
- List the three phases of the planning process.
- Demonstrate an understanding of the planning process by developing a plan in response to a specific situation.

Module VI: DECISION MAKING

Upon completion of this module, participants will be able to:

- Identify at least three of the six methods by which decisions can be made.
- Give an example of specific circumstances when each method would be most appropriate.
- Define consensus and identify at least two behaviors which facilitate the consensus process.
- Identify the relationship between the decision making methods used and the styles of management discussed in Module III.

Module VII: CONFLICT MANAGEMENT

Upon completion of this module, participants will be able to:

- Identify two of the four kinds of conflict.
- Identify their attitude toward conflict.
- Identify their personal style(s) of behavior in conflict situations.
- Define the behavioral style most likely to result in positive management of conflict.

Module VIII: PERSONNEL ISSUES

Upon completion of this module,participants will be able to:

- Complete a listing of tasks for any occupation in their organizations.
- Discriminate between a concrete, measurable performance standard and a vague one.
- Describe steps to a performance appraisal of a staff member.
- Give positive and negative feedback on job performance matters in a clear, concrete, and comfortable manner.

Course Goals and Objectives

Module IX: ACTION PLANS

Upon completion of this module, participants will be able to:

- Use information and materials from Module V and VIII.
- Develop a plan that specifies goals, needs, objectives, and at least two possible alternative actions combining a major program problem or need.
- Review plans of other member of their group and assess their adequacy.

Module X: CLOSING ACTIVITIES

Upon completion of this module, the participant will be able to:

- Describe learnings they achieved in this course.
- Describe ways these learnings apply to their job and professional goals.

DRUGS IN PERSPECTIVE

SOURCE AND DATE: NDAC, 1979

COMPONENTS: Trainer Manual
Participant Manual

COMMENTS: Replaces Drug Abuse: Fundamental Facts and Insights and Facts About Drug Abuse. ACE credit recommendation: 2 semester hours in the lower division baccalaureate/associate degree category in behavioral science, human services, social work, or sociology.

TRAINER REQUIREMENTS: Three trainers who have at least 2 years' experience in conducting group dynamics and task orientated training and are knowledgeable about drug abuse problems and treatment. It is recommended that a psychopharmacologist conduct Module IV, Substance Actions.

TARGET AUDIENCE: Those who engage in drug abuse prevention, treatment, and rehabilitation; drug education; or who wish to increase their knowledge about drug use and misuse and related problems.

INSTRUCTIONAL MODE & SETTING: Optimum training group size is 30; trainer/trainee ratio should be 1:10.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
MODULES		
I. Introduction and Orientation	pretest; unstructured large group and structured triad introductions; lecture; individual and triad exercises; large group	2 hours, 10 minutes
II. Perspectives on Substance Use and Abuse	lecture/discussion; individual; large group; structured experience	3 hours, 10 minutes
III. A Social and Hisorical Context for Understanding Substance Abuse in the United States	lectures; lecture/discussion; small group activity	4 hours, 10 minutes

SESSIONS, UNITS, OR MODULES	METHODS	TIME REQUIRED
IV. Substance Actions	lecture/discussions	4 hours, 50 minutes
V. Understanding the Phenomenon of Substance Abuse	lecture/discussions; lecture/illustration; structured experience	
VI. Approaches to the Treatment of Substance	lecture/discussion; small group activity	3 hours, 10 minutes
VII. Prevention Approaches and Strategies	lecture/discussions; small group exercises	3 hours, 30 minutes
VIII. Closure and Evaluation	lecture; structured exercise; evaluation form completion; posttest	1 hour

Course Goals and Objectives

This course is an attempt to deal with both the confusion and emotional overtones surrounding drug "abuse." Its goals are to:

- assist participants in understanding the phenomenon of substance use and abuse by providing them with a conceptual framework that acknowledges several different perspectives; and
- to build a base of knowledge and experience that will clarify and present general information related to drugs and abuse.

Module I: INTRODUCTION AND ORIENTATION

The purpose of this module is to:

- orient participants to the course;
- establish a climate conducive to learning;
- describe the training process;
- provide a vehicle for future exchange of knowledge and opinions; and
- provide a forum for identification of participants' needs, questions, expectations, and learning goals.

By the end of this module, and without the aid of notes, participants will be able to:

- identify the purpose of the DIP course;
- identify at least two goals of the DIP course;
- identify at least three content areas in the DIP course; and
- identify at least one personal goal in attending the training.

Module II: PERSPECTIVES ON SUBSTANCE USE AND ABUSE

The purpose of this module is to provide information on and give participants new ways to consider the phenomenon of substance use.

Using the information presented in Module II as criteria, at the end of this module, and without the aid of notes, participants will be able to:

- identify two components of the spectrum of drug use;
- identify four different perspectives for understanding drug use;
- identify a definition for the word "drug";
- identify at least two characteristics physiological dependence; and
- identify at least two characteristics of psychological dependence.

Course Goals and Objectives

Module III: A SOCIAL AND HISTORICAL CONTEXT FOR UNDERSTANDING SUBSTANCE ABUSE IN THE UNITED STATES

The purpose of this module is to provide information on and give participants new ways to consider the social and historical development of substance use in this country.

It focuses on:

- historical and social perceptions and misconceptions;
- substance use patterns and trends; and
- the societal and legal response to use of illicit drugs.

Using the information presented in Module IV as criteria, at the end of this module, and without the aid of notes, participants will be able to:

- identify at least three major events that led to the increasing use of substances during the 1960's;
- identify one social and one legal response to substance abuse post Civil War;
- identify one social and one legal response to the use of alcohol;
- identify three trends that have occurred since 1965 in social and legal responses to substance abuse;
- identify at least four examples, drawn from history, that represent consequences of the drug laws on certain groups;
- identify one principle involved in the introduction of a new drug into a particular culture;
- identify at least one new trend in substance use in the 1970's; and
- identify at least one result of chemical prohibitionist factors.

Module IV: SUBSTANCE ACTIONS

The intent of this module is to provide a description of psychoactive drugs in a pharmacological context. Following a discussion of general drug characteristics and effects on human behavior, and a definition of pharmacological concepts, specific actions are presented for each major drug classification.

Using the information presented in Module IV as criteria, at the end of this module and without the aid of notes participants will be able to:

- identify various substances according to their classification as narcotic analegesic, general depressant, stimulant, hallucinogen, or cannabis;
- identify a definition for the term "tolerance";
- identify at least one drug effect on human perception;
- identify at least one drug effect in psychomotor functioning;

Course Goals and Objectives

- o identify at least two variables which account for drug related risk;
- o identify at least one physiological effect of opioids; and
- o identify at least one psychological effect of cannabis.

Module V: UNDERSTANDING THE PHENOMENON OF SUBSTANCE ABUSE

The purpose of this module is to provide information on and to give participants new ways to understand the etiology of drug abuse. Generating motives and factors, patterns and cycles, and possible consequences of drug use are examined and discussed.

By the end of the session, participants will be able to:

- o identify at least three reasons for using chemicals;
- o identify one way in which motives for use change as drug use patterns develop;
- o identify three factors which serve to maintain drug abuse patterns;
- o identify at least three specific consequences of continued substance abuse;
- o identify at least three commonalities of heroin and alcohol; and
- o identify at least one criterion for labeling alcoholism a disease.

Module VI: APPROACHES TO THE TREATMENT OF SUBSTANCE ABUSE

The purpose of this module is to provide information on the forms of treatment that are used to overcome chemical dependence.

Using the information presented in Module VI as criteria, at the end of this module, and without the aid of notes, participants will be able to:

- o identify at least one rationale underlying methadone maintenance for treatment of heroin dependence;
- o identify at least one principle of the Alcoholics Anonymous approach to alcoholism treatment;
- o identify at least one characteristic of one of the phases of an alcoholic's movement toward recovery;
- o identify at least three modalities applicable to the treatment of an opiate dependent person; and
- o identify at least one advantage and one disadvantage of a therapeutic community in terms of treatment.

Module VII: PREVENTION APPROACHES AND STRATEGIES

This module explores the goals, perspectives, and history of drug abuse prevention. It emphasizes the role of school, family, and community in responding to the skills and needs of youth. It explores criteria for effective prevention strategies and alternative approaches to drug abuse prevention.

Course Goals and Objectives

The structured experience allows the participant the opportunity to apply the material presented by developing a preliminary prevention strategy.

(Note: The module emphasizes prevention and youth. Trainers are instructed to adapt material in discussions of other groups, e.g., the older citizen.)

By the end of the session, participants will be able to:

- identify appropriate goals of prevention;
- develop and list the four major perspectives of drug abuse, outlining the goals, emphasis, and drawbacks of each;
- classify and identify scare tactics, drug specific, non drug specific, cognitive, and affective approaches to drug prevention;
- identify at least five factors that should be considered for effective prevention education;
- identify the role family, school, and community play in developing and incorporating the skills of valuing, decisionmaking, communication, responsibility, and success in their respective systems;
- define, by listing, the assumptions and goals of alternative activities;
- classify alternative activities and the skills, needs, and aspirations that alternative activities might satisfy.

Module VIII: CLOSURE AND EVALUATION

This module attempts to provide closure and direction for participants. They complete the evaluation forms and tests, and their attention is directed to the additional training courses offered by NDAC and RSCs.

By the completion of the session participants will have:

- determined whether their original goals were met and their questions answered; and
- recognized additional training courses offered by the National Training System.

GROUP FACILITATOR TRAINING PACKAGE

SOURCE AND DATE: NDAC, 1979

COMPONENTS: Trainer's Manual
Participants' Manual

COMMENTS: Originally developed by Joseph P. Stokes, Ph.D., and Raymond C. Tait of the University of Illinois at Chicago Circle. ACE credit recommendation: 3 semester hours in the upper division baccalaureate or lower division baccalaureate/associate degree categories in behavioral science, human services, social work, urban studies, or management science.

TRAINER REQUIREMENTS: Experienced in group process and dynamics, particularly in the role of leader; experienced in delivering group and task oriented training; and preferably experienced in group counseling techniques.

TARGET AUDIENCE: Persons who have continuing experience with groups either as member or leader, or who anticipate being a group leader in the future. Trainees are assumed to have good communication and feedback skills.

INSTRUCTIONAL MODE & SETTING: Trainer-led group; optimum of 10 to 12 trainees and 2 trainers. Length: approximately 30 hours arranged in 11 modules of 1 to 3 hours each. Didactic presentations and structural experience are combined to prepare participants as group leaders and provide opportunity for personal growth.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
1. Getting Acquainted	pretest; exercises; discussion	3 hours
2. The Concept of a Group	exercises; discussion	1-1/4 hours
3. Goals	exercises; lecturette; discussion	2 hours
4. Process and Content	lecturette; exercises; discussion	2-1/2 hours
5. Curative Factors	lecturette; exercises; discussion	3 hours
6. Stages of Group Growth	exercises; lecturette; discussion	1 hour
7. Selecting Members for a Group	exercises; lecturette; discussion	2-1/2 hours
8. Leadership	exercises; lecturette; discussion	3 hours
9. Interventions	exercises; lecturette; discussion	2-1/4 hours

GROUP FACILITATOR TRAINING PACKAGE

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
10. Practicing Interventions	exercises; discussion	7-1/2 hours
11. Closing	posttest; exercises; discussion	2-1/2 hours

Course Goals and Objectives

Module 1: GETTING ACQUAINTED

- Each trainee will identify, with at least eighty percent accuracy, the names of the other participants.
- Each trainee will say something about the skills and interests that he/she brings to the training group.
- The trainees will give the group a mean rating of at least three on items #2 and #3 of the Group Growth Scale (YMCA, 1974).
- Each trainee will be able to execute and process at least two structured exercises that have the goal of getting members of a new group acquainted with one another.

Module 2: THE CONCEPT OF A GROUP

- Each participant will rate the training group on the Group Growth Scale.
- Each participant will list four characteristics of a group.

Module 3: GOALS

- Each trainee will write two goals that he/she has for the training group.
- Each trainee will rate the hidden agenda group lower than the shared goal group on three of the four process variables.
- Each trainee will list two aspects of good group goals.

Module 4: PROCESS AND CONTENT

- Each trainee will define process and content.
- Each trainee will name three different process issues.
- Each trainee will role play a self-oriented or a maintenance behavior.

Module 5: CURATIVE FACTORS

- Each trainee will list four curative factors in groups.
- Each trainee will name two norms that contribute to the development of a curative factor.

Module 6: STAGES OF GROUP GROWTH

- Each trainee will list in the correct order the stages of growth used in this workshop.
- Each trainee will produce one behavior characteristic of each substage.

Module 7: SELECTING MEMBERS FOR A GROUP

- Each trainee will divide and classify eight hypothetical clients into two homogeneous groups.
- Each trainee will list at least two conditions in which group counseling is superior to individual counseling.

Course Goals and Objectives

Module 8: LEADERSHIP

- Each trainee will rate him/herself on his/her effectiveness as a facilitator of personal growth.
- Each trainee will receive feedback from others on his/her effectiveness as a facilitator of personal growth.
- Each trainee will write at least one area in which he/she can improve his/her leadership-related behavior.
- Trainees will produce a list of at least four behaviors associated with good leadership.
- Trainees will produce a list of at least three behaviors associated with bad leadership.
- Trainees will rate the helpfulness of a variety of self-disclosures.

Module 9: INTERVENTIONS

- Each trainee will identify three process issues that are often the focus of interventions.
- Each trainee will produce an intervention in response to a simulated group incident.

Module 10: PRACTICING INTERVENTIONS

- Each trainee will name the four substages presented in this model of group development and describe at least one behavior typical of each substage.
- Each trainee will produce at least three interventions that the trainer thinks would facilitate the growth of a group in response to incidents presented during the module.
- Each trainee will produce an intervention while acting as a temporary group facilitator.

Module 11: CLOSING

- Each trainee should mention at least one positive and one negative aspect of the training experience.
- Each trainee should give some feedback to each other trainee.
- Each trainee should receive some feedback from each other trainee.

INTRODUCTION TO PROGRAM EVALUATION

SOURCE AND DATE: NDAC, 1979

COMPONENTS: Trainer's Manual
Trainee's Manual

COMMENTS: This course replaces Fundamentals of Program Evaluation (FOPE) published by NDAC in 1977.

TRAINER REQUIREMENTS: Two trainers are required: one with small-group training experience, and one who is an evaluation specialist; both should have training or experience in program planning.

TARGET AUDIENCE: Individuals with little or no evaluation experience who wish to receive orientation and direction regarding improving their knowledge and skills. For common understanding, it is recommended that manager and evaluator from the same agency attend together. Trainees should bring basic information about their programs to training.

INSTRUCTIONAL MODE & SETTING: Recommended group size is 15 to 24 people. Length: approximately 26 hours.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
Introduction	pretest; exercise; lecture	2-1/2 hours
I. Common Ground	lecture; exercise; discussion	2-1/2 hours
II. I Know What Your Problem Is!	lecture; exercise	2 hours
III. Goals: God, Motherhood, and Apple Pie	exercise; lecture	1-1/2 hours
IV. Purposes and Activities: How High the Sky?	lecture; discussion; exercise	2 hours
V. Resources: Enough is Enough	lecture; discussion; exercise	3 hours
VI. Measure for Measure	lecture; exercise	3-1/2 hours

INTRODUCTION TO PROGRAM EVALUATION

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
VII. Data Gathering: A Diamond in the Rough	lecture; discussion; case studies	2 hours
VIII. Evaluation Design: Case Studies	lecture; exercise; discussion	4 hours
Action Plan	individual work; triads; large group discussion	2 hours

Course Goals and Objectives

The goals of this course are to:

- Resolve substance abuse problems.
- Deliver better services to clients.
- Investigate socio-psychological theories within working/living environments.
- Increase personnel participation in program development through evaluation activities.
- Orient personnel to facilitate, cooperate with, participate in and/or utilize evaluation in a more formal and systematic manner.
- Understand the utility of evaluation.
- Recognize the interrelationships of counselors, program directors and state personnel in program development.
- Identify evaluation as a component of program development: design, implementation and evaluation.

INTRODUCTION

At the end of this session, trainees will be able to:

- List the three components of program development.
- Describe when evaluation can be done.
- Define a program.
- Compare a model of evaluation to an actual evaluation.

Module I: COMMON GROUND

At the end of this session, trainees will be able to:

- Compare an evaluator to a counselor.
- List three reasons why people resist program evaluation.
- Define three evaluation perspectives.
- Compare process evaluation with impact research and program evaluation (or evaluation research).
- List the six steps to be used for program development.

Module II: I KNOW WHAT YOUR PROBLEM IS!

At the end of this session, trainees will be able to:

- Define the term problem as used in this course.
- Define needs assessment.
- Define baseline data.
- List four sources of baseline data.
- Write 2-3 problem statements.

Module III: GOALS: GOD, MOTHERHOOD, AND APPLE PIE

At the end of this session, trainees will be able to:

- List the criteria for an appropriate goal statement.
- Write 2-3 goal statements.

Course Goals and Objectives

Module IV: PURPOSES AND ACTIVITIES: HOW HIGH THE SKY

At the end of this session, trainees will be able to:

- o Define purpose.
- o Define activity.
- o List the four criteria of purposes.
- o List the four criteria of activities.
- o State what a given is and why it is important

Module V: RESOURCES: ENOUGH IS ENOUGH

At the end of this session, trainees will be able to:

- o Define resources.
- o List four types of resources.
- o Give three examples of each

Module VI: MEASURE FOR MEASURE

At the end of this session, trainees will be able to:

- o Define the term indicator.
- o List three types of indicators.
- o List three domains of indicators and two examples of each.
- o List five criteria for indicators.
- o Distinguish an indicator from measurement and design.

Module VII: DATA GATHERING: A DIAMOND IN THE ROUGH

At the end of this session, trainees will be able to:

- o Define the term measurement.
- o List four characteristics of good measurement technique.
- o Define reliability, validity and completeness.
- o List five measurement techniques.

Module VIII: EVALUTION DESIGN: CASE STUDIES/ACTION PLAN

At the end of this session, trainees will be able to:

- o Select two or more evaluation designs and explain how each might be used in his or her agency.
- o Complete an ACTION PLAN that satisfies the criteria outlined in this course.

SOURCE AND DATE: NDAC, 1979

COMPONENTS: Trainer's Manual
Resource Manual

COMMENTS: ACE credit recommendation: 2 semester hours in the upper division baccalaureate category in behavioral science, human services, social work, management science, or urban studies.

TRAINER REQUIREMENTS: This course is designed to be delivered by at least two trainers, regardless of the participant group size. The training team should have a total of at least 3 years of counseling experience, 2 years of supervisory experience, and demonstrated training and experience in the management of training groups. Desirable prerequisites are experience with NDAC's CT-STCS, AITP, FOPE, and TOT courses.

TARGET AUDIENCE: Individuals responsible for supervising counselors in drug abuse and other substance abuse treatment programs or counselors with 3 years' experience in such a program who anticipate or aspire to a supervisory position.

INSTRUCTIONAL MODE & SETTING: The course is designed for 5 days and about 38 contact hours. The design assumes an additional 5 hours will be required for participants to complete reading assignments. The trainer-participant ratio should not exceed 1:8. Videotape cameras and playback equipment are desirable, but it is possible design the course for deliveries that do not includd video equipment.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
I: Introduction and Overview	Climate-setting exercise; pretest; individual and small group task; lecturette.	3-1/2 hours
II: Definition and Dimensions of Supervision	Lecturettes; small group exercise; individual analysis of case study; large group discussion; summary of day's activities; reading assignment.	2-3/4 hours
III: The Context of Supervision	Lecture/discussion; role play exercise; lecture/discussion; individual task; lecture/discussion.	3 hours
IV: The Supervisory Process	Lecturette; small group exercise; lecturette; individual task; small group exercise; summary of day's activities; reading assignment.	3 hours

SUPERVISION

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
V: Models, Methods, and Tools for Supervision	Lecturette; small group exercise; lecturette; brainstorming exercise.	2-1/4 hours
VI: Considerations in Supervisions	Lecturettes; brainstorming exercise; summary of day's activities; reading assignment.	2-1/2 hours
VII: Skill-Building and Application	Small group exercise; triad exercise-simulation; large group review; course summary and discussion; posttest; closing exercise.	6-1/2 hours

Course Goals and Objectives

Purposes: The purposes of the supervision course are to identify and describe the forms, processes, and skills that constitute supervision as a work area in drug abuse and other substance abuse treatment programs and to provide opportunities for participants to practice the supervision skills toward the development of greater competency in supervision as a work/task area.

Course Goals:

- To describe and illustrate the forms and functions of supervision in drug abuse and other substance abuse treatment programs.
- To delineate and describe the two primary aspects of supervision in drug abuse and other substance abuse programs.
- To describe the organizational context(s) of selected drug abuse treatment programs including: Structure, tasks, division of labor, division of authority and the relationship of those elements to the administrative and clinical aspects of supervision.
- To describe and illustrate the domain, the principles, and goals of the administrative aspects of supervision in drug abuse treatment programs including the standards and processes for evaluation.
- To describe and illustrate the domain, principles and goals of the clinical aspects of supervision including, the standards and processes for evaluation.
- To develop understanding of and appreciation for the tasks, skills, and competencies that constitute the role of "Supervisor" in drug abuse and other substance abuse treatment programs.
- To develop understanding of and appreciation for selected models of supervision.
- To describe and illustrate the use of selected "Tools" for supervision in drug abuse and other substance abuse programs.
- To provide opportunities for participants to develop and practice those behaviors and skills associated with effectiveness in the administrative and clinical aspects of supervision.

Module I: INTRODUCTION AND OVERVIEW

Module I is designed to familiarize the participants with the nature, general objectives, and the schedule of activities in the supervision course, in addition to developing an appropriate climate for learning in the training environment.

Upon completion of this module each participant will be able to:

- Describe the three learning processes utilized in this course.
- Orally enumerate and describe three major goals that the course is designed to achieve.
- Describe orally three personal objectives that they wish to be satisfied by participation in this course.

Course Goals and Objectives

Module II: DEFINITION AND DIMENSIONS OF SUPERVISION

Module II is designed to describe and clarify the nature of supervision as a generic task area and delineate the administrative, clinical, and evaluative aspect of supervision.

Upon completion of this module each participant will be able to:

- Describe, in writing, the nature and purposes of supervision in drug abuse and other substance abuse programs.
- Illustrate, in writing, the relationships between agency/organizational policies and procedures and the administrative aspects of supervision.
- Illustrate, in writing, the relationships between "Frame of reference" or "Theory of practice" and the clinical aspects of supervision in drug abuse and other substance abuse programs.
- Identify, in writing, five functional behaviors that are included in the role of "Supervisor."

Module III: THE CONTEXT OF SUPERVISION

Module III is designed to describe and examine those internal and external dimensions of drug abuse treatment systems that shape the character of those systems and, therefore, shape their supervisory processes.

Upon completion of this module each participant will be able to:

- Describe, in writing, the relations between the division of labor and the division of authority in drug abuse treatment systems.
- Identify, in writing, three boundary areas that should be given attention in drug treatment systems.
- Describe, in writing, how supervisory styles derive from the history of the organization and the orientation of the "Supervisor."
- Demonstrate, verbally, an understanding of the relationship of supervision to staff development.
- Identify, verbally, three functions of "Leadership" in drug abuse treatment systems.
- Identify, in writing, the four points of a clinical rhombus.

Module IV: THE SUPERVISORY PROCESS

The purpose of this module is to specify and describe the primary elements in the supervisory process. Attention is given to supervisory process in the administrative and clinical aspects of supervision, evaluation and the criteria for evaluation, the supervisory interview, and management by objective as a method of structuring the supervisory process.

Upon completion of this module each participant will be able to:

- Describe, in writing, three elements in the clinical aspects of supervision.

Course Goals and Objectives

- Describe, in writing, three elements of administrative aspects of supervision.
- Specify, in writing, the purpose of formal evaluation in supervision.
- Identify four conditions that any criteria for evaluation should meet.

Module V: MODELS, METHODS, AND TOOLS FOR SUPERVISION

This module focuses on the models, methods, and tools for supervision. It includes discussion and exercises that illustrate the form and processes in:

- Dyadic/Tutorial Supervision
- Group/Tutorial Supervision
- Peer Supervision
- Tandem Supervision
- Consultation as Supervision
- Tools for Supervision

Upon completion of this module participants will be able to:

- List at least three methods through which a supervisor receives information needed to perform the work of supervision.
- Identify two factors that influence/determine a supervisor's choice of the kinds of tools and strategies to be used for supervision. Orally describe how each factor influences this choice.
- Name one model of supervision and write down two reasons why an agency would choose to operate within this model.
- Identify, in writing, four tools for supervision and state the aspects of supervision for which each is most appropriate.

Module VI: CONSIDERATIONS IN SUPERVISION

This module presents selected concerns and issues that should be given attention in the supervisory process and the supervisory relationship.

Upon completion of this module each participant will be able to:

- Specify, in writing, the oral model for feedback.
- Identify, in writing, four demographic or psychological factors that may influence the supervisory interview process.
- Identify, in writing, three behaviors of an effective supervisor.
- Specify, in writing, three problems that typically occur in the clinical aspects of supervision.
- Specify, in writing, three problems that typically occur in the administrative aspects of supervision.

Course Goals and Objectives

Module VII: SKILL-BUILDING AND APPLICATION

Module VII is designed to provide each participant with opportunities to practice selected supervisory skills and to apply selected supervisory principles to simulated situations.

Upon completion of this module each participant will be able to:

- Demonstrate, in practice, the ability to conduct a simulated supervisory interview.
- Demonstrate, in practice, the oral method of giving feedback.
- Demonstrate, in writing, the ability to write a process recording of a brief supervisory interview (simulated).
- Demonstrate, in practice, the ability to critique and evaluate a process recording produced by another participant.
- Demonstrate, in practice, the ability to participate and contribute in a small group evaluation of the work of one other participant.
- Demonstate, in practice, the ability to use at least three methods of getting information around which supervision may occur.
- State, orally, the extent to which his/her expectations for the supervision course have/have not been met.
- Complete the posttest at the level of 75 percent correct or above.

SOURCE AND DATE: NDAC, 1979

COMPONENTS: Trainer Manual
Participant Manual
Cassette Audiotape

COMMENTS: Replaces Women in Treatment: Issues and Approaches which was developed by NDAC in 1976. ACE credit recommendation: 2 semester hours in the upper division baccalaureate category in behavioral science, human services, social work, sociology, or women's studies.

TRAINER REQUIREMENTS: A training team that combines a minimum of two year's experience in training delivery; at least two years in counseling women; sensitivity to and experience with women's issues. A female lead trainer is strongly recommended.

TARGET AUDIENCE: Male and female counselors and supervisors of counselors who treat or anticipate treating female clients with alcohol or drug problems; ability to read at the tenth grade level or above; completion of Counselor Training: Short-Term Client Systems and Assessment Interviewing for Treatment Planning or equivalent courses.

INSTRUCTIONAL MODE & SETTING: Optimum trainer/participant ratio is 1:8; optimum group size: 24 participants. The recommended female/male participant ratio is 60/40 to realize maximum benefit from the training design. Length: 35 hours in ten modules of approximately 3-1/2 hours per module.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
I. Patterns of Substance Use and Abuse Among Women	pretest; exercise; lecture	3-1/2 hours
II. Women's Life Cycle	exercise; discussion	3-1/2 hours
III. Life Stress Counseling for Women: Theory	lecture; exercise	3-1/2 hours
IV. Life Stress Counseling for Women: Assessment and Early Interventions	exercise; lecture; audiotape	3-1/2 hours
V. Family	exercise; lecture	3-1/2 hours
VI. Suicide	lecture; exercise	3-1/2 hours

WOMEN IN TREATMENT II

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
VII. Victimization	discussion; lecture; exercise	3-1/2 hours
VIII. Health and Sexuality	exercise; discussion	3-1/2 hours
IX. Critical Program Components	lecture; exercise	3-1/2 hours
X. Personal Principles of Counseling Women	exercise; lecture; posttest	3-1/2 hours

Course Goals and Objectives

The goals of this course are to assist participants to:

- Become knowledgeable about licit and illicit drug use among women, including the most commonly used drugs and their effects.
- Become knowledgeable about the development of women at each life stage from childhood through old age.
- Become aware of the physical, psychological, and sociological factors affecting women at each life stage and their implications for the treatment process.
- Apply specific assessment techniques to the treatment of women with physiological and/or psychological dependencies on drugs and/or alcohol.
- Expand the current repertoire of counseling skills by introducing a life stress model for counseling women and by developing further skills in the use of this model in the treatment setting.
- Increase their knowledge about and ability to respond to specific issues which are particularly sensitive to women in treatment including family, physical and sexual assault, child abuse, suicide, health, and sexuality.
- Expand their knowledge of the current treatment approaches and program components critical to attracting and retaining women in treatment and enhancing their treatment experiences.
- Increase their knowledge about the ability to use community resources to augment the individual counselor's and program's response to the total woman.
- Evolve a personal assessment of their own impact on the treatment of their women clients, including their attitudes and values, treatment biases, and strategies.
- Increase their awareness and sensitivity to various perspectives of women in this society and the resulting attitudes and behaviors that impact on their treatment.
- Recognize how racial, cultural, sexual, geographic, and class distinctions impact on individual treatment strategies and approaches.

Module I: PATTERNS OF SUBSTANCE USE AND ABUSE AMONG WOMEN

By the end of this session, participants will be able to:

- List at least five licit and/or illicit substances most commonly abused by women.
- Identify at least two effects of each substance listed above.
- Identify at least four patterns of use/abuse among women that are different from patterns of use/abuse among men.
- Identify the major causal factor in women's use/abuse of drugs.
- Identify at least one way physician prescribing practices affect women.

Course Goals and Objectives

Module II: WOMEN'S LIFE CYCLE

By the end of this session, participants will be able to:

- Name and describe at least two significant tasks at each stage of a female's development:
  - childhood
  - adolescence
  - young adulthood
  - adulthood
  - middle years
  - older years.
- Identify at least one significant role model at each life stage and describe the impact these role models have on sex role orientation.
- Define the concept of androgyny and how it increases a woman's ability to master tasks at each developmental stage.
- Describe at least one physiological/intellectual milestone of each phase of development in a woman's life cycle.
- In a group exercise, demonstrate awareness of own attitudes and values toward women in each stage of development, and awareness of personal values and attitudes toward accomplishing life tasks.
- Identify at least two vulnerable points in the life history of traditional wives and mothers.

Module III: LIFE STRESS COUNSELING FOR WOMEN: THEORY

By the end of this session, participants will be able to:

- Identify at least three behavioral manifestations of a crisis reaction.
- Define each of the following words in terms of crisis theory: hazard, coping, crisis, equilibrium.
- Identify at least two reasons why the life stress model is appropriate to the treament of women.
- Identify the period of time within which a counselor has the potential for greatest impact in helping a person in crisis.

Module IV: LIFE STRESS COUNSELING FOR WOMEN: ASSESSMENT AND EARLY INTERVENTIONS

By the end of this session, participants will be able to:

- Name and describe a major process or phase of early intervention that helps a client get in touch with his/her feelings.
- Demonstrate awareness of how the sexual bias of counselors can enter into the treatment process by giving an example.
- Describe a mistake counselors commonly make that loses a woman to treatment.

Course Goals and Objectives

Module V: FAMILY

By the end of this session, participants will be able to:

- Describe four ways of viewing a family or a family's components.
- Demonstrate understanding of family life cycle by giving at least two examples of crisis points at which a female member of the family might engage in substance abuse.
- Describe at least one role that a family member might take in relation to a female member's substance abuse.
- List at least three general kinds of resources that provide help to families with substance abuse problems in one or more family members.
- Give at least three examples of how the substance abusing family member exerts a homeostatic control that helps maintain a family equilibrium.
- Describe three areas in which knowledge of a client's family history might increase your understanding of and ability to treat that client.

Module VI: SUICIDE

By the end of this session, participants will be able to:

- Identify at least three characteristics of the female client that would indicate that she is at high risk to suicide.
- Identify at least two misconceptions about counseling approaches aimed at helping the suicidal female client.
- In a group exercise, demonstrate at least two techniques the counselor might employ when exploring past or potential suicide threats or attempts.
- Identify at least two conditions under which additional resources should be mobilized, e.g., psychiatric evaluation or hospitalization.

Module VII: VICTIMIZATION

By the end of this session, participants will be able to:

- Identify at least two reasons why a woman might choose to remain in a situation where she is being phsyically abused.
- Identify at least three characteristics of the woman or the family environment that are often found in situations where child abuse occurs.
- Define "rape" and "incest" according to the definitions provided in this module; including at least two myths about rape and/or incest.
- In group exercises, demonstrate awareness of personal (counselor) attitudes toward the woman and toward helping a woman in the highly charged areas of battering, rape, incest, and child abuse.
- Identify and describe at least four techniques (what to do and not to do) for exploring and treating problems of victimization.

Course Goals and Objectives

- List at least five community resources from which your clients may get further assistance in dealing with rape, incest, child abuse, or battering.

Module VIII: HEALTH AND SEXUALITY

By the end of this session, participants will be able to:

- Give at least three examples of sexual issues that might be brought up by a client at some point in her treatment.
- Give at least five essential health items that should be covered by a thorough medical evaluation.
- List at least two likely areas of possible discomfort or inadequate knowledge for the counselor in the areas of sexuality and health.
- List three common areas of health problems in alcoholic or drug dependent women.
- List at least four subject matter areas that might be included in a course for women clients that would help them to greater understanding of their bodies and their sexuality.
- List at least five important topics to cover in taking a client's health/medical history.
- State at least three ways women can be helped to make better use of medical services.

Module IX: CRITICAL PROGRAM COMPONENTS

By the end of this session, participants will be able to:

- Assess according to the Program Assessment Worksheet the presence of critical components in their program according to the level of adequacy and the level of importance of each component.
- Demonstrate, during a training exercise, knowledge of how to set up a resource capability for at least one component not readily available within their program.
- Identify, according to the Program Assessment Worksheet, at least three outreach considerations particularly relevant to attracting women in need of treatment.
- List and define, according to the Program Assessment Worksheet, at least five strategies that may be used to enhance the treatment experiences of women.
- Identify, according to the Program Assessment Worksheet, at least one component of effective followup and/or aftercare.
- Identify at least three reasons why respect for confidentiality may be crucial to retaining a woman in treatment.

Module X: PERSONAL PRINCIPLES OF COUNSELING WOMEN

By the end of this session, participants will be able to:

- List at least five principles for counseling women.
- State during a group exercise a position which demonstrates awareness of at least one controversial issue in treating women.

ALCOHOLISM
What Are We Going To Do About It?

SOURCE AND DATE: AHA (American Hospital Association), 1974

COMPONENTS: 2 Manuals
19 sound/slide films
3 16mm motion pictures

COMMENTS: Cost of basic package (manuals and sound/slide films) is $585; 16mm film, "Cause the Effect/Affect the Cause," $170; 16mm film, "John's Just a Drunk/My Friend is Sick," $155; 16mm film, "The Old Man's Drunk/Our Dad is Sick," $155.

TRAINER REQUIREMENTS: No trainer requirements are specified. Instructions are addressed to a "Program Coordinator"; it is suggested to the Coordinator that he/she may wish to delegate responsibility for conducting training sessions to the hospital training director. Detailed sessions scripts are provided.

TARGET AUDIENCE: This package is designed to involve all hospital staff. As indicated under the Sessions column below, there are "common-ground" sessions for all staff and advanced sessions to provide in-depth information for physicians, nurses, social workers, dietitians, clergy, and volunteers.

INSTRUCTIONAL MODE & SETTING: Cognitive information is presented primarily via sound/slide films or 16mm motion pictures; some written material is provided for duplication and handout to participants. Session scripts provide a sequence and trigger questions for discussion following presentation of cognitive information.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
Phase 1: Planning the Treatment Program		
A how-to manual is provided for the Program Coordinator to use in convening a Planning Committee. The purpose of the committee is to develop an alcoholism treatment program for the hospital.	A slide/tape film is provided for the first meeting of the committee, along with a script for the Coordinator.	Approximately 2 hours
	A script and six forms are provided for a second Planning Committee meeting.	Approximately 2 hours

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
Phase 2: Inservice Training for Staff		
Part 1--Common-ground sessions for all staff:		
Session 1: "Alcoholism/Where, Who, and What?: The Hospital's Program"	Slide/tape film; presentation of hospital's alcoholism treatment; handout material.	1 hour
Session 2: "Alcoholism/What Does It Look Like?: Identification and Diagnosis"	Slide/tape film; presentation of hospital's report on alcoholism compiled from hospital's medical records; use of handout materials.	1 hour
Session 3: "Alcoholism/How Do We Treat It?: Treatment"	Slide/tape film; group discussion; handout material.	1 hour
Session 4: "Alcoholism/Who Continues Treatment Where?: Follow-up Care"	Slide/tape film; presentation of that hospital's community rehabilitation resources (forms provided); group discussion.	1 hour
Session 5: "Cause the Effect/Affect the Cause"	16mm motion picture film used in conjunction with a questionnaire on attitudes and actions of hospital staff members in dealing with patients depicted in the film; group discussion.	1 hour
Part 2--Advanced sessions for selected disciplines:		
PHYSICIANS		
Session A: "The Pathological Effects of Alcohol/An Overview"	Slide/tape film lecture by Maurice Victor, M.D.; self-tests and other handout materials; group discussion.	1 hour
Session B: "Gastrointestinal Problems of the Hospitalized Alcoholic Patient"	Slide/tape film lecture by Frank L. Iber, M.D.; group discussion; handout materials.	1 hour
Session C: "The Nutritional Disorders of the Nervous System Consequent to Alcoholism"	Slide/tape film lecture by Maurice Victor, M.D.; self-test and supplementary reading material.	1 hour

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
Phase 2: Inservice Training for Staff--continued		
Session D: "Pharmacology of Alcohol and Treatment for Withdrawal"	Slide/tape film lecture by Charles E. Becker, M.D.; self-test, group discussion; bibliography and excerpt from AMA Manual on Alcoholism.	1 hour
NURSES		
Session A: "Nursing Care of the Alcoholic Patient"	Slide/tape film lecture by Pamela Burkhalter, R.N.; self-test; handout material.	1 hour
Session B: "Attitudes/Their Importance to the Nurse in Caring for the Alcoholic Patient"	Slide/tape film lecture by Pamela Burkhalter, R.N.; attitudinal survey; handout material.	1 hour
Session C: "Orientation/Drug Therapy for Alcoholic Patients"	Slide/tape film lecture by Frank A. Seixas, M.D.; self-test; handout materials	1 hour
SOCIAL WORKERS		
Session A: "Establishing a Therapeutic Relationship with Alcoholic Patients"	Slide/tape film lecture by Helen Lockhart; self-test; handout material.	1 hour
Session B: "Relating to the Spouse of the Alcoholic Person"	Slide/tape film lecture by Helen Lockhart; self-test; handout material.	1 hour
CLERGY		
Session A: "Counseling the Alcoholic Patient, Part 1"	Slide/tape film lecture by Rev. John E. Keller; questionnaire; handout material.	1 hour
Session B: "Counseling the Alcoholic Patient, Part 2"	Slide/tape film lecture by Rev. John E. Keller; questionnaire; handout material.	1 hour

ALCOHOLISM: What Are We Going To Do About It?

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
Phase 2: Inservice Training for Staff--continued		
DIETITIANS		
Session A: "Diet Therapy for Alcoholic Patients: An Overview"	Slide/tape film lecture by Carroll M. Leevy, M.D.; self-test; handout material.	1 hour
Session B: "Case Study of an Alcoholic Patient"	Leader-guided session including work with a case study; handouts include bibliography and nutrition guidelines.	1 hour
VOLUNTEERS		
Session A: "How Can You Serve Our Alcoholism Program?	Slide/tape film lecture by Jane Livesey; self-assessment; handout material.	1 hour
Session B: "Can You Serve Alcoholic People?"	Slide/tape film lecture by Helen Duckman; role-play vignettes.	1 hour
Session for AA Volunteers: "Alcoholism Program Overview" and "How About You?"	Slide/tape film lecture by James N. McInerney; handout materials including "Suggested Guidelines for AA Volunteers."	1 hour
Phase 3: Planning for Continuing Activities		
Part 1--Staff training for new employees using training sessions from Part 2 of the Phase 2 material		
Part 2--Community Programs:		
"The Old Man's a Drunk/Our Dad is Sick" (for teenagers)	20-minute 16mm motion picture film; group discussion.	50 minutes
"John's Just a Drunk/My Friend is Sick" (for adults)	22-minute 16mm motion picture film; self-test; group discussion.	45 minutes

Course Goals and Objectives

Phase 1: Planning the Alcoholism Treatment Program

1. To help administration set up a treatment program that includes planning for acute care, rehabilitation, and follow-up for patients suffering from alcoholism.

2. To help administration establish a working relationship with existing alcoholism community resources so that these resources can be used to help meet the rehabilitation needs of alcoholic patients.

3. To help administration involve the appropriate hospital department heads in an atmosphere of cooperation and teamwork.

4. To aid the treatment program coordinator in planning for inservice education for staff.

Phase 2: Inservice Training for Staff

1. Common-Ground Sessions. To create an awareness on the part of all hospital staff of the following:

   a. The extent of the alcoholism problem nationally and locally.

   b. The hospital's plan for treating alcoholic patients.

   c. The services involved in the care of alcoholic patients from the acute phase through rehabilitation and follow-up.

   d. The importance of rehabilitation and follow-up care for alcoholic patients.

   e. The myths and misconceptions surrounding the hospital care of alcoholic patients.

   f. The role the staff plays in identification of alcoholic patients.

   g. The effect of attitudes in the patient-staff relationship.

   h. The necessity of cooperation and teamwork among staff members to improve communication.

2. Advanced Sessions. To provide in-depth information for physicians, nurses, social workers, dietitians, clergy, and volunteers so that each of these disciplines has the knowledge it needs to care for alcoholic patients properly and appropriately.

Phase 3: Planning for Continuing Activities

1. To aid the hospital in establishing a continuing education program for staff in the care of alcoholic patients.

2. To aid the hospital in creating a role of concern for community education in understanding alcoholism as it may affect adults and teen-agers.

INDEX TO THE COURSES

HOW TO USE THE INDEX

This index includes the major topics covered in the NCAE, NDAC, and AHA training materials described in the preceding sections. Key terms are followed by a letter code and a number. The letter code indicates the course or book title containing that topic. The number (roman or arabic, as used in the particular publication) indicates the number(s) of the unit, section, session, module, or chapter in which the topic is covered. For example, the entry:

> Action plan
> BMSR:IX; CBPS:IX; DIP:VIII; IPE:VIII; etc.

indicates that action plans are discussed in Session IX of Basic Management Skills (Revised), in Module IX of Community-Based Prevention Specialist, and so on.

To find the full course or book title indicated by the letter code, refer to the key on page 223, which is alphabetized by code letters. The letters in parentheses following each title indicate the agency originating the program.

In addition to the key terms, each course or book title is listed in the index, followed by a complete alphabetical list of content topics and the session or chapter numbers. For example, the entry:

> Adolescence: Intervention Strategies (AIS)
> adolescence, themes of, II
> adolescence, stereotyping and labeling of, III
> etc.

indicates that themes of adolescence and stereotyping and labeling of adolescents are the topics of modules II and III of this course.

See the Introduction for information about ordering course materials.

KEY TO LETTER CODES

CODE	TITLE (AGENCY)
AIS	Adolescence: Intervention Strategies (NDAC)
AITP	Assessment Interviewing for Treatment Planning (NDAC)
ALC	Alcoholism: What Are We Going To Do About It? (AHA)
BM	Budget Manual (NDAC)
BMS-R	Basic Management Skills, Revised (NDAC)
BSAC-B	Basic Substance Abuse Counselor's Training Program, Part B - Individual Counseling (NDAC)
BSAC-C	Basic Substance Abuse Counselor's Training Program, Part C - Client Management (NDAC)
CADA	Confidentiality of Alcohol and Drug Abuse Patient Records (NDAC)
CAC	Counseling Alcoholic Clients: Basic Communication Skills (NCAE)
CBPS	Community-Based Prevention Specialist (NDAC)
CHN	Community Health Nurse and Alcohol-Related Problems, The (NCAE)
CPS	Communication and Parenting Skills (NDAC)
CTST	Counselor Training: Short-Term Client Systems (NDAC)
DDO	Ounce of Prevention, An (Decisions and Drinking Series) (NCAE)
DDP	Power of Positive Parenting, The (Decisions and Drinking Series) (NCAE)
DDR	Reflections in a Glass (Decisions and Drinking Series) (NCAE)
DE	Diagnosis and Evaluation of the Drug-Abusing Patient for Treatment Staff Physicians (NDAC)
DIP	Drugs in Perspective (NDAC)
EDDA	Emergency Department Drug Abuse Treatment (NDAC)
EDN	Registered Nurse's Booklet
EDP	Physician's Booklet
EDR	Registration Officer's Booklet
EDT	Technician's Booklet
EDX	Referral System and Information Sharing
EDY	Emergency Department Team
EDZ	Skill-Building Exercise for Human Interaction in Crisis
GFTP	Group Facilitator Training Package (NDAC)
IPE	Introduction to Program Evaluation (NDAC)
IV	Initial Visit (NCAE)
JTI	Justice-Treatment Interface: A Cross-Discipline Training Course (NDAC)
MS	Management Skills (NCAE)
PAS	Planning Alcoholism Services: Assessment, Program Design, Implementation, and Evaluation (NCAE)
PCR	Programming Community Resources (NCAE)
PLPS	Prevention: A Course for Local Program Survival (NDAC)
SAW	Services for Alcoholic Women: Foundation for Change (NCAE)
SUP	Supervision (NDAC)
SYC	Since You Care: A Parenting Skills Training Manual (NDAC)
TAT	Training Alcoholism Trainers (NCAE)
TOT	Training of Trainers (NDAC)
TPP	Third Party Payments: Alternative Funding Sources for Drug Abuse Treatment Programs (NDAC)
UVA	Using Volunteers in Your Agency (NCAE)
VRTS	Vocational Rehabilitation in the Treatment Setting (NDAC)
WIT	Women in Treatment II (NDAC)
WSDR	Why Spik Doesn't Rhyme with Coqui (NDAC)
YYP	You, Youth, and Prevention (NCAE)

NOTE: The letter R following an entry indicates references to the topic in the resource information cited in the training program.

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